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ABSTRACT

A questionnaire developed by the S-114 Research Project to study agriculture and home economics majors was utilized to develop a profile of students majoring in home economics at Utah State University (USU) and to compare goals, attitudes, and perceptions of USU home economics majors to those of home economics majors at 13 land grant colleges in the Southern Region. The profile included information concerning background, goals, attitudes, and image projections of home economics majors obtained from 158 returned questionnaires. The Kilmogorov-Smirnov statistical test was applied to responses of 13 of the questions related to goals and perceptions. These specific variables were comparatively analyzed to test the two null hypotheses. Home economics majors at USU reported significantly higher educational aspirations, greater perceptions of being less interested in large earnings, and stronger traditional attitudes concerning the role of women than did the home economics majors at the other colleges. Results indicated a need for more studies, especially of a cross-comparison nature, devoted to vocational and career preparation of college women enrolled in Utah universities. The appendices consist of instruments used in the study, a profile of USU home economics majors, and an analysis of selected variables. (Author/CM)

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A COMPARISON OF LIFE GOALS, ATTITUDES AND PERCEPTIONS OF HOME ECONOMICS MAJORS AT UTAH STATE UNIVERSITY AND 1862 COLLEGES AND UNIVERSITIES IN THE SOUTHERN REGION

by

Margie K. Purnell

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Home Economics and Consumer Education

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1980

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ABSTRACT

A Comparison of Life Goals, Attitudes and Perceptions of Home Economics Majors at Utah State University and 1862 Colleges and Universities in the Southern Region

by

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Utah State University, 1980

Major Professor: Dr. Carol Bocan
Department: Home Economics and Consumer Education

This investigation had two purposes: (a) to develop a profile of students majoring in home economics at Utah State University; and (b) to compare goals, attitudes, and perceptions of USU home economics majors to those of home economics majors in 1862 colleges in the Southern Region. The questionnaire developed and used by the S-114 Research Project to study agriculture and home economics majors was utilized for this study. A profile, which included information concerning background, goals, attitudes, and image projections of home economics majors, was compiled from the data of 158 returned questionnaires. The Kolmogorov-Smirnov statistical test was applied to responses of 13 of the questions related to goals and perceptions.

These specific variables were comparatively analyzed to test the two null hypothesis.

Home economics majors at USU reported significantly higher educational aspirations, greater perceptions of being less interested in making a lot of money, and stronger traditional attitudes concerning the role of women. More studies, especially of a cross-comparison nature, devoted to vocational and career preparation of college women enrolled in Utah universities are recommended.

(101 pages)

CHAPTER I

INTRODUCTION

The vocational preparation and career development of women has recently received increased recognition in today's society. Equality of employment and opportunities comprise the central thrust for change in a country where 90% of all women will work at some time in their lives (Stinson, 1978). These evidences of altered socialization patterns and lifetime aspirations parallel attitudinal changes concerning the role of women.

A dearth of theoretical bases for research relating to the dynamics of women's career development points out the need for empirical data on academic and vocation progress (Wolfson, 1975; Ory & Helfrich, 1978). Female college students are probably the most accessible source of information concerning current trends in women's career aspirations and achievements. In consideration of this observation, and the influential role home economics education at the post-secondary level plays in the shaping of today's women, home economics majors have been chosen as the subjects of this research.

A better understanding of their backgrounds, life goals, and attitudes will be useful in the context of current research priorities, as well as to instructors, academic advisors, managers, and designers of curricula and recruitment personnel. These are the concerns, as well as the results, of a recent (1978) Southern regional study of college

students majoring in acriculture and home economics, that prompted this study.

The students who participated in the Southern Regional Study were homogeneous in that all were enrolled in public, government funded (land grant) colleges and universities. The current investigation will enlarge the regional study data pool by administering the same instrument to students enrolled at Utah State University (also a land grant university). Isolating variables from both sets of data will enable several specific comparisons of the two groups.

More particularly, then, the focus of the inquiry in this study is home economics majors at 13 institutions of higher learning.

Purpose of the Study

The purpose of this study is to answer two questions: (a) what are the backgrounds and career orientations of home economics majors at Utah State University? and (b) how do their backgrounds and career orientations compare with those of other home economics majors in the Southern Region? Thus, the purpose of this study is twofold:

1. To develop a complete profile of students currently majoring in home economics at Utah State University.

2. To compare selected variables of USU home economics majors to those of home economics majors in 1862 colleges/universities participating in the S-114 Southern Regional Study.

Hypotheses

The following hypotheses have been chosen for this study:

1. There is no significant difference in the life goals of students

majoring in home economics at Utah State University, and the life goals of home economics majors at 1862 colleges/universities participating in the S-114 Southern Regional Study.

2. There is no significant difference in the image projection of students majoring in home economics at Utah State University, and the image projection of home economics majors at 1862 colleges/universities participating in the S-114 Southern Regional Study.

Definition of Terms

The following definitions are presented to facilitate the understanding of this study:

1. Life Goals are both idealistic aspirations and realistic expectations of future educational plans, career choice, and life style (S-114 Southern Regional Study of Agriculture and Home Economics Students Questionnaire, Items 37-46, pp. 9-10).

2. Image Projection is the facet of a person's self-concept which is reflected in his or her perceptions of his or her peers (S-114 Southern Regional Study of Agriculture and Home Economics Students Questionnarie, Items 72-80, p. 12).

3. The S-114 Study is a regional research project entitled "Defining and Achieving Life Goals: A Process of Human Resource Development". This study is a cooperative effort of representatives from colleges and universities in the 14-state Southern Region, plus Puerto Rico, to determine the occupational aspirations and factors influencing students to select majors in home economics and agriculture curricula.

4. 1862 Schools are land grant institutions, established via

legislation in 1862, to provide home economics and agriculture education. Their enrollment is predominantly white. By contrast, the 1890 schools were formerly all black.

5. The Profile of USU home economics majors is composed of data from the entire questionnaire, tabulated with percentages adjusted for missing data.

CHAPTER II

REVIEW OF LITERATURE

Today, more home economists than ever before hold supervisory and executive positions in fields once exclusively male. The energy crisis and tightening economy have motivated women with home economics degrees to seek employment outside traditional areas (Michael & Hunt, 1975). These role changes, and the current feminist movement, have stimulated research concerning sex-role perceptions and stereotypic attitudes influencing females' career decisions.

The majority of references cited in this review, relate to these aspects of career development. However, other information directly pertinent to this investigation is also included. Vocational motivation and decision making, stereotypes, images, and life goals are the two major categories for the research relevant to this study.

Vocational Motivation and Decision Making

A review of research concerning counseling women was conducted by McEwen (1975). In summary, she reported that mis-information about women and employment abound in the realm of counseling. Instability in career decisions, and role conflict, is exhibited by most women in the first five years after high school.

Some influential factors in the direction of a woman's choice are mother's education, attitudes toward the woman's role, religion, grade

point average, and degree of conferrment with faculty. Career modeling and the expectations of faculty and administrators have a positive effect upon career aspirations of women (McEwen, 1975).

A conceptual framework for the career development patterns of college women was postulated by Zytowski (Wolfson, 1975). He theorized that motivational, environmental, and inherent personal characteristics interact to shape a woman's career development. Values, interests, intelligence, and situational events are some of the specific contributing elements.

Zytowski proposed three basic patterns: mild, moderate, and unusual. Each pattern is governed by age of entry into a vocation and length and degree of participation. The patterns range from very early or late entry, brief time span, and little participation (Wolfson, 1975).

Wolfson (1975) founded her research on the above concepts, investigating two hypotheses: (a) women pursuing different career patterns will differ in certain respects from each other; and (b) it will be possible to predict at the time of college entry, or five years after entry, what a woman's career pattern will be.

Significant differences among the pattern groups, on the basis of 29 dependent variables, were evident. The variables used for prediction were college major, number of years spent in college, completion or non-completion of degree, and graduate school attendance. Vocational patterns were not predicatable at the point of college entry, but could be predicted five years after enterning college. Similar deductions were made by Blaska (1978) in summarizing her review of literature.

Another study (Croake, Keller, & Catlin, 1973), also using college women as subjects, examined motivation for college attendance. Sex, socio-economic level, year in school, and academic discipline were the differential variables considered in a comparison of home economics majors with non-home economics majors.

Overall, preparation for a career was the strongest motivation, with obtaining a general education second strongest. No significant differences in home economics majors as compared with non-home economics majors were found, except when students from a lower socio-economic level were compared to those from a higher level. Home economics majors from the lower level were more interested in vocational training and less interested in developing moral and ethical standards (Croake, et al., 1973).

Foxley (1976) contributed two conclusions. The proportion of women entering college is increasing, and the more formal education a woman completes, the more likely she is to be employed outside the home.

Motivation for college attendance is thus directly related to desire for a career, yet the fact that women do not achieve as highly as men in science, arts and humanities careers identifies an inhibition of their motivation to achieve. Farmer (1976) isolated constellations related to this inhibition. These were:

1. reduction in academic self-confidence in college.
2. fear of success in college,
3. vicarious achievement motivation,
4. home career conflict,

5. myths about working women,

6. less risk taking behavior, and

7. sex role orientation (Farmer, 1976, p. 13).

Discrimination and demography have also been found to restrict achievement for women college graduates (Rossi, 1970).

The results of a direct comparison of male and female individual characteristics and career aspirations, conducted by Ory and Helfrich (1978), implied that sex is the single best predictor of career aspirations. Women who preceived themselves as having non-traditional viewpoints were more likely to aspire to professional careers. Importance placed on marital plans was found by Ory and Helfrich not to affect career aspirations. The attitude element apparent in most of these conclusions leads to the necessity of examining stereotypes and images influential in women's career and achievement patterns.

Stereotypes, Images, and Life Goals

Sex role self-concepts are increasingly affecting choice of life style for most women (Vogel, Rosenkrantz, Broverman, I. K., Broverman, D. M., and Clarkson, 1975). In fact, "sexual typing of occupations is as pervasive and persistent as occupational stereotyping and sex role stereotyping are in the American society" (Shinar, 1975, p. 108). Forty percent of the 35 million working women in the United States are employed in the traditional female jobs; i.e., secretaries, food service workers, nurses, sales clerks, teachers, bookkeepers, private household workers, dietitians, cashiers, and typists (Stinson, 1978).

The basis of defining occupations as masculine or feminine to the

present time has been the relative proportions of men and women engaged in various occupations. Shinar (1975) attempted to establish normative data concerning the perceptions of occupations as feminine, masculine, or neutral. The results provided a mean rating for 129 vocations in terms of masculinity or femininity as well as information about the variance in judgements of each occupation.

According to Medvene and Collins (1976), low prestige occupations vary more than high prestige occupations in appropriateness according to sex. In a comparison of views maintained by psycho-therapists, graduate students in psychology, and secondary school counselors, the counselors were found to have the most stereotypic role perceptions.

Using the MAFERR Inventory of Feminine Values (MAFERR Foundation), Hipple (1975), however, implied that most counselors do not inhibit female student career considerations by their own opinions. Male counselors were reported, by the Hipple study, to hold more liberal attitudes toward the female sex role than male or female college freshmen or female counselors.

Another variable with potential influence on females' vocational role perceptions and decisions is maternal employment status. In fact, it was definitely linked to differential vocational role perceptions among college women by Vogel, Rosenkrantz, Broverman, I. K., Broverman, D. M., and Clarkson and Tangri (1972). More recently, 126 females in elementary schools participated in a study of maternal employment status (Bacon and Lerner, 1975). Mother's employment status had no significant effect on perception of occupation availability, although most subjects consistently aspired to female dominant vocations. Increasing

age paralleled increased uncertainty regarding such career aspirations.

Some of the research results cited above are consistent with Bettleheim's (1975) theories. He purports that children do not act out stereotypic roles, but wish-fulfilling fantasies in play. A child's understanding of vocational roles has nothing to do with the status of occupations in the adult society. "His ideas are based on unconscious conceptions of what his body is all about, and what occupations imply in regard to his physical apparatus", (Bettleheim, 1975, p. 365). Bettleheim further stated that children should be allowed to play out sex roles in order to fully establish their sexual identity, then later, be educated to the fact that sex differences are not attached to specific educational roles.

Educational efforts to reduce sex stereotyping and increase occupational awareness have occured through curriculum development and occupational counseling. Both Parks (1976) and Blimline (1976) devoted research studies to the development and evaluation of career oriented curricula. The effects on the career awarness of elementary school students (Parks, 1976) and community college students (Blimline, 1976) were negligible.

However, Parks (1976) did report reduction in sex stereotyping of career roles on the part of elementary school students as a result of exposure to the curriculum tested. This apparent shift in viewpoint had no effect on personal career choice. At this age, socio-economic status, parental influence, and peer relationships probably shape perceptions and motivate life goals according to Parks.

Occupational counseling was found to be very successful in manipulating career perceptions of elementary age students (Harris, 1974). The author suggested that counseling is an economical, effective method and that counselors and teachers should employ their influence to effect non-sexist thinking in their students' career aspirations.

Summary

The review of literature, and the findings of previous research, indicated the following:

1. Women who attend college are usually motivated by career preparation, but generally are not motivated to achieve as highly as men in certain vocations.

2. Attitudes, abilities, and circumstances prevail in the formation of women's life goals.

3. Education experiences, the most effective being counseling, are necessary if we are to redirect students' attitudes away from stereotypic role perceptions.

4. The career development of women is a complex interaction of numerous factors.

5. The career development of women is generally difficult to predict during college.

These findings imply that there is a need to further isolate and analyze influences on college women's career development. Since transient circumstances and attitudes appear to govern college women's life goals, frequent investigations of the situation are needed to provide currently accurate information.

CHAPTER III

PROCEDURE

This research study involved a collection of descriptive data in order to accomplish the following two objectives: (a) to develop a complete profile of students currently majoring in home economics at Utah State University; and (b) to compare selected variables (life goals and attitudes) of USU home economics majors to those of home economics majors in 1862 colleges/universities participating in the S-114 Southern Regional Study.

Sample

The population for this study can be defined as home economics majors at 1862 land grant institutions and at Utah State University. The sample was composed of all home economics majors at USU and home economics majors at 1862 colleges/universities who participated in the S-114 Southern Regional Study.

The S-114 research project consisted of a 15% random sample, drawn and stratified by school from Spring, 1977, enrollment lists of agriculture and home economics students in the Southern region. The 37 schools included in the S-114 Study were all 1862 and 1890 institutions recipient of land grant funds. However, only data collected from 13 schools, those established in 1862, were utilizied for the comparisons in this investigation.

Administration of the Questionnaire

The administration procedures of the S-114 Study of Agriculture and Home Economics Students Questionnaire were duplicated for this study. The questionnaire and cover letter were sent through the campus mail system to all 300 home economics majors at USU (Appendix A). A one week time limit for returning the questionnaire was stipulated. Non-respondents received a reminder note through the campus mail system seven days after the initial contact (Appendix B). Non-respondents received a second reminder note through the campus mail 14 days after the initial contact (Appendix B). Questionnaires were coded for follow-up purposes only.

Return rates were affected by the timing of the questionnaire's administration. Students who were planning to withdraw from school or change their major at the end of the quarter, approximately three weeks after the initial contact, could easily have justified their non-participation. Students may also have put off returning the questionnaire, gone home for the summer, and forgotten about it. As a result, 50.7%, 158, were returned. Of the questionnaires returned, 73.8% were Utah residents. The total studentbody at USU consists of 69% Utah residents, while the total number of students enrolled in the College of Family Life consists of 82% Utah residents. Therefore, the data sample of 73.8% Utah residents should be a representative sample of the population.

The Instrument

The Study of Agriculture and Home Economics Students Question-

naire developed and used in the S-114 Southern Regional Study was reproduced for this research project in its exact form, with the exception of the introduction. A cover letter was written to replace the original introduction in order to accomodate to the circumstances at USU (Appendix A).

The S-114 Study questionnaire was initially developed on the basis of the recognized need for information, as perceived by persons involved in home economics education, agriculture education, administration and counseling. Inquiry focuses upon the following seven general categories:

1. Background data encompasses demographic information such as sex, race, age, and marital status.

2. Parental information includes questions concerning residence, employment, and educational attainments of the respondents' parents. Other personal and familial characteristics, such as political inclinations are also identified.

3. High school data is composed of questions that explore the type of size of the respndent's high school, curriculum, and its influencw on selection of a college major, grade point average, and participation in extra-curricular activities.

4. Work experience questions classify all work experience into specific categories related to home economics, agriculture or other.

5. College experience is the section that identifies specific influences in selection of a college major, grade point average, and stability in college major choice. Also, respondents are asked to report membership and leadership experience in student oganizations and sources of financial support.

6. Goals questions investigate the respondent's aspirations concerning education, career, and life style.

7. Attitudes is a section of statements regarding various issues currently emphasized in home economics and agriculture occupational roles. The respondents may agree or disagree on a Likert type scale. The final section briefly depicts the home economics and agriculture students' peer perception.

Objectives

The following objectives were utilized for the USU Study:

1. Obtain permission from the administration of Utah State University to survey the home economics majors.

2. Send the questionnaire, with cover letter, to each home economics major.

3. Follow-up with reminder letters to non-respondents.

4. Record data in adjusted frequencies and percentages to compile a profile.

5. Compare selected variables relating to life goals, attitudes, and perceptions of USU students with data from 1862 schools participating in the S-114 Regional Study.

Treatment of the Data

This study employed descriptive design and descriptive statistical analysis. The profile describing USU home economics majors consisted of adjusted frequencies and percentages for each questionnaire response.

The Kolmogorov-Smirnov statistic, (K-S), a distribution free test designed to detect broad classes of alternatives was chosen to

test the two null hypotheses. The K-S value was computed for each variable selected for the two-sample comparison to reveal statistically significant differences.

CHAPTER IV

RESULTS

This research project studied characteristics of home economics majors at Utah State University (a land grant institution), and compared their life goals and attitudes, as measured by responses to a questionnaire, to life goals and attitudes of home economics majors enrolled in 1862 land grant institutions.

Data were obtained, utilizing the S-114 Southern Regional Study of Agriculture and Home Economics Students Questionnaire, after receiving permission by the administration of Utah State University to survey the 300 home economics majors. The tabulations from the 158 questionnaires returned were processed by computer at Utah State University to provide adjusted frequencies and percentages as shown in Appendix C.

The Kolmogorov-Smirnov statistical test for two-sample broad alternatives was applied to responses of 13 of the questions related to goals and perceptions. These specific variables were comparitively analyzed to test the two null hypotheses. The realization of the first main objective of this study, to explore the backgrounds and career orientations of USU home economics majors, is presented in full (Appendix C). This information was gathered to provide an overall descriptive profile for interested faculty and administrators.

Summary of the Profile

Background Data

As shown in Table 1, 141 of the students who major in home economics at USU are female and 17 are male. Their ages range from 18 to 59. Non-white races combined, comprise only 5.1% of the group. The majority (95.5%) are United States citizens with a total of 19 states represented. A total of seven other countries are also represented. Utah is the home state of 73.4%, the largest percentage concentration. The next highest is Idaho, with a 5.1% representation.

According to the questionnaire results, 61.4% are majoring in Home Economics and Consumer Education, 19.6% are in Nutrition and Food Science, and 18.4% are in Family and Human Development.

The majority of USU home economics majors are single with 24.7% married. Over half of the respondents were reared in a small city (10,000 to 50,000) or a medium-sized city (50,000 to 500,000). Of those reared in a place with less than 50,000 in population, just over half, 53.9%, lived within 30 miles of a large or medium-sized city.

Parental Information

Although more home economics majors were reared in small to medium-sized cities than in any other place, more than half of their parents were reared in the country, a town, or village, as indicated in Table 2. About one fourth of the parents presently own, lease, rent, or tenant-farm a ranch, and for half of these, the farm or ranch provides a secondary source of income.

A wide range of occupations, 70, are represented by the fathers

Table 1

Summary of Background Data

Home Economics Majors at Utah State University

Characteristic	Percent (N=158)
Male	10.8
Female	89.2
White	94.9
Foreign citizen	5.1
Home state Utah	73.4
Home state Idaho	5.1
Home Economics and Consumer Education major	61.4
Nutrition and Food Science major	19.6
Family and Human Development major	18.4
Single	70.9
Married	24.7
Reared on farm	8.3
Reared in small city (10,000 to 50,000)	37.6
Reared in medium-sized city (50,000 to 500,000)	25.5

of home economics majors and categorized in Table 2. The largest concentrations were found in professional, managerial, sales, and farming endeavors. At least 87% of all fathers work full-time, are self-employed, or retired.

Just over half, 53.2%, of the mothers are homemakers. The next highest percentage was found to be secretaries, 8.3%. The remainder represent 38 other occupations. Almost one-fourth are imployed full-time outside of the home, and slightly less than 15% work part-time.

Reported annual incomes, father and mother combined, are spread out in the categories ranging from $5,000 to $49,999. The percentages may not be representative due to missing data and the probability of students having inaccurate perceptions of total family income. Thirteen percent of the home economics majors' fathers did not graduate from high school, while only 5.7% of the mothers did not. Slightly more mothers than fathers have earned a bachelor's degree (Table 2).

Only 6% of the parents were reported to have somewhat liberal to liberal political preferences. Twenty-two percent were moderate with the majority, 60%, categorized as somewhat conservative to conservative.

High School Data

Most, 96.2%, of the samples graduated from public schools (Table 3). The majority were members of relatively large, 200 or more, graduating classes.

Grade point averages were generally quite high with none reporting below a C average in high school. Slightly more than three-fourths of

Table 2

Summary of Parental Information

Home Economics Majors at Utah State University

Characteristic	Percent	
	Fathers	Mothers
Reared on farm	18.7	18.1
Reared in town or village (under 10,000)	36.1	28.4
Reared in small city (10,000 to 50,000)	18.7	16.8
Occupations:		
Professional and technical	30.4	14.6
Managerial and administrative	19.6	3.1
Sales and clerical	16.5	19.0
Craftsmen	9.4	0.6
Operatives, laborers, and farm	15.9	2.6
Service workers (incl. homemaker)	8.2	60.1
Did not graduate from high school	13.0	5.7
College graduate	20.3	23.4
Political preferences:		
Conservative	27.0	26.3
Somewhat conservative	32.2	33.6
Moderate	21.7	21.7
Somewhat liberal	5.3	3.3
Liberal	0.7	2.0
Annual income	Combined	
Less than $10,000	13.7	
10,000 to 19,999	33.8	
20,000 to 49,999	39.5	
50,000 and above	13.0	
Own, lease, rent, or tenant-farm a farm or ranch	19.4	

the respondents took home economics in high school. Approximately one-third, 36.5%, indicated that a course in high school directly affected their choice of a major in home economics. For 80% of those students, the influential course(s) was in home economics.

A good percentage of students indicated participation or leadership in extra-and co-curricular groups, such as 4-H (26.2%), and FAH (40.2%). Home economics related work experiences while in high school were reported by 48.2% of the respondents.

Table 3

Summary of High School Data

Home Economics Majors at Utah State University

Characteristic	Percent (N-158)
Graduated from public high school	96.2
Grade point average, A	49.7
Grade point average, B	45.9
Home economic courses offered	95.6
Home economics courses taken	77.8
Home economics most influential course	80.8
Participated in 4-H	26.2
Participated in FHA	40.2
Home economics related work experience	48.2

College Experiences

The responses to the survey questions pertaining to college experiences indicate: (a) that the majority of students had not previously attended another insitution; (b) that 40.5% never changed their majors; and (c) that 72.6% of those who had changed, transferred from a major or concentration other than home economics.

Computed on a four point scale, grade point averages revealed that 80% averaged 2.6 or higher; 60% averaged 3.1 or higher; and 34.7% averaged 3.6 or higher.

Parents have exerted the most influence on choice of major according to this study; mothers being somewhat more influential than fathers. The second, third, and fourth most powerful influences were college advisors, home economic teachers, and college friends, respectively. Other teachers, sisters, other relatives, high school friends, former students, brothers, and high school counselors were found to have less influence on the subjects' choice of major.

Motivations in major selection, other than people, were described as follows. The desire to prepare for a career and the desire to help others were very important to 97.4% and 89.6% of the sample, respectively. Successful prior experiences in home economics accounted for 55.9% of the motivation in major selection.

Factors which were reported to be of no importance by greater than one-half of the sample were, in decreasing order, friends in major (86.8%), chance to make better grades (81.1%), family thought it best (74.8%), and scholarships and/or financial assistance (72.5%), as indicated in Appendix C.

Table 4

Summary of Influential Factors in College Experience

Home Economics Majors at Utah State University

Characteristic	Percent (N=158)
Transfer student	44.3
Have changed major	59.5
Influential persons in major selection:	
Mother	73.0
Father	62.7
College advisor	56.3
Home economics teacher	47.0
College friend	44.9
Influential things in major selection:	
To prepare for a career	97.4
To help others	89.6
To insure good income	53.6
Successful prior experience in home economics	55.9
Sources of financial aid:	
Own savings	79.1
Parents	78.8
Part-time work while at college	70.1
Summer jobs	78.9
Scholarships	49.7
Student loans or grants	40.4
Spouse	21.3

Memberships in home economics organizations (4-H, FHA, and home economics council) were very low, 14.5%, 14.5%, and 10.9%, respectively.

As indicated by Table 4, USU home economics majors pay for their college education with income from their own savings, summer jobs, parents, part-time work while at college, scholarships, student loans or grants, and spouse. Veterans benefits and other relatives or friends are very minor sources of financial support.

Life Goals, Attitudes, and Perceptions

The second primary objective of this investigation, to compare goals, attitudes, and perceptions of USU home economics majors to those of home economics majors at 1862 schools, was met by two procedures.

First, a visual comparison, on the basis of adjusted percentages, was conducted for the characteristics described by questions 40-46 (p. 10 of the S-114 Southern Regional Study of Agriculture and Home Economics Students Questionnaire, Appendix A) and questions 47-62 (p. 11). A statistical analysis of the responses to questions 37-39, using the Kolmogorov-Smirnov statistical test, and for questions 72-80, using the K-S statistical test, constitued the second procedure.

Comparison: Percentage Basis

The home economics majors at 1862 schools indicated higher expectations for eventually owning or inheriting a farm or ranch, although in both samples, the majority did not expect to own or inherit a farm or ranch (Table 5).

Large percentage differences were found for the two groups' anti-

cipated incomes. Utah State University respondents definitely expect higher incomes than do the other subjects. Over 70% at USU anticipated earning between $10,000 and $17,499 in their first, full-time job; whereas, over 80% at the 1862 schools anticipated earning between $5,000 and $12,499 in their first, full-time job.

Home economics majors at 1862 schools reported a somewhat greater preference for city living than did those at USU. Sample members from both groups who prefer residence in a place of less than 50,000 in population were equally desirous of living within 30 miles of a larger city.

Table 5

Summary of Property Goals

Characteristic	Percent USU	Percent 1862
Expect to own farm or ranch	24.6	29.5
Expect to inherit farm or ranch	22.9	33.1
Anticipated income in first full-time job after education		
Less than $5,000	3.9	3.2
5,000 to 7,499	8.6	17.5
7,500 to 9,999	7.9	37.4
10,000 to 12,499	38.8	29.9
12,500 plus	40.8	11.9

As expressed in Table 6, both groups desired more formal education than they expected, with USU desires and expectations being higher than those of students at 1862 schools. Majorities from both groups plan to

Table 6

Summary of Educational and Vocational Goals

Characteristic	USU	1862	Z Score	K-S c.v.
Desired formal education			1.866	0.002*
Complete bachelor's	29.5	35.0		
Complete master's	36.5	43.3		
Complete doctoral	29.5	13.5		
Expected formal education			1.512	0.021*
Complete bachelor's	49.0	63.2		
Complete master's	33.8	28.8		
Complete doctoral	12.7	2.5		
Plan to remain in home economics in graduate school	81.1	80.2	0.503	1.000
Plan to remain at present University for graduate school	55.9	50.3	0.503	0.962
Desired occupations				
Professional	63.3	70.0		
Managerial	13.3	27.8		
Sales and clerical	3.7	0.2		
Craftsmen	----	0.		
Operatives, laborers	----	0		
Service workers (incl. homemaker)	19.7	1.0		
Expected occupations				
Professional	53.8	74.7		
Managerial	11.9	23.4		
Sales and clerical	3.7	1.1		
Craftsmen	----	----		
Operatives, laborers	----	0.1		
Service workers (incl. homemaker)	30.6	0.7		

K-S c.v. = Kolmogorov-Smirnov statistical test critical value
* = Significant at the .05 level

remain in home economics if they enter graduate school after completing their bachelor's degree.

Interesting differences are apparent between the desired and expected vocations of home economics majors. The subjects at USU indicated lower expectations than desires to enter occupations in professional and technical and managerial fields (Table 7). However, this was true of only the managerial occupations for the 1862 sample.

Expected vocations of the two groups were more similar than desired vocations. For both groups, the largest percentages of desired occupations were found in the professional category. While the percentage of expected occupations in the professional classification increased for the 1862 respondents, it decreased for the USU respondents. Overall, the greatest differences between the two groups of subjects were evident in professional, managerial, and service categories. As shown in Table 6, USU students identified homemaking as a full-time occupation; whereas, students in the Southern Region did not identify it as such. As a result, there is an 18% and 30% spread between the two samples in the service area of desired and expected occupations, respectively.

Attitudes

Home Economics. Fourteen percent more of the USU students than 1862 students agreed with the statement that women in college are more concerned with getting a husband than with preparing for a career. The general trend, however, was to disagree with this statement.

Table 7

Summary of Attitudes

Statements (Likert Scale)	Percent USU	Percent 1862
Women in college are more concerned with getting a husband than with preparing for a career.		
Agree	29.7	15.8
Undecided	10.1	11.6
Disagree	60.0	72.3
The husband and wife should be equal partners in the marriage.		
Agree	96.8	92.3
Undecided	1.9	3.9
Disagree	1.2	3.6
It is alright for a woman to work, but her real fulfillment comes with motherhood.		
Agree	62.6	26.7
Undecided	12.0	15.8
Disagree	25.4	57.3
Women are capable of performing as well as men at work outside of the home.		
Agree	84.1	83.1
Undecided	11.5	11.2
Disagree	4.4	5.5
I would feel uncomfortable if my supervisor at work were a woman.		
Agree	12.1	6.1
Undecided	3.8	6.5
Disagree	84.1	87.1
Greater regulation is needed on the use of chemicals in agriculture.		
Agree	34.0	51.7
Undecided	48.1	43.2
Disagree	18.0	4.9

None of the three statements regarding equality between men and women revealed differences between the two groups of respondents (Table 7). USU subjects and 1862 school subjects have quite "liberated" views towards equality.

The statements aimed at measuring attitudes toward women working revealed appreciable differences between the two groups (Table 7). Home economics majors at 1862 schools apparently feel much less commited to the traditional philosophy that a woman's most fulfilling role is motherhood. Both samples, however, had a large proportion of responses to indicate that they would not feel uncomfortable if their work supervisor were a woman. This may have been influenced by the fact that most of the respondents were female.

Agriculture. Attitude scale statements regarding agriculture career and occupations revealed very few differences between the two samples. Most agree that there are good career opportunities in agriculture, most of which require some formal education.

When asked regarding government regulation in agriculture, a high proportion of both groups were reportedly undecided (Table 7). Fewer home economics majors at USU than at 1862 schools expressed disagreement with the statement that agriculture, as an industry, is on the decline; yet the trend was disagreement with this idea.

Subjects at 1862 schools, more than USU subjects, are concerned with ecology to the point of sacrificing economic progress. The differences are not great, however, as nearly half are undecided.

Comparison: Statistical Basis

The non-parametric Kolmogorov-Smirnov Test statistic enabled a statistical comparison of the two groups' responses to questions 37-39 in order to test the first null hypothesis: there is no significant difference in the life goals of students majoring in home economics at Utah State University and the life goals of home economics majors at the 1862 schools who participated in the S-114 Southern Regional Study.

A Chi square statistical test could not be used to compute the overall life goals of the two sample groups becasue these life goals consisted of questions which were greatly varied and unequal in value. Therefore, each question, 37-39, was tested and considered separately.

Within each question, the response data were collapsed to obtain one value appropriate for determining significant differences. Z scores were also calculated to verify the .05 level of significance.

Educational Goals

Table 6 displays the critical values obtained for questions 37-39A. Significant differences between the USU home economics majors and 1862 home economics majors were found for the desired and expected formal educational variables. The USU subjects indicated significantly higher aspirations and expectations for formal education than did the 1862 subjects.

For those planning to do graduate work, a high proportion from each group desired to remain in home economics. Just over half of

these same sub-groups expected to remain at their present institutions for graduate work.

There were no significant differences (for those who planned to do graduate work) in the desire to remain in home economics, and in the expectation to remain at their present institution.

Therefore, out of the four questions involved two showed significant differences between the sample groups and two showed no significant differences between the two sample groups.

Perceptions

Majorities, 67% or more, from both groups of respondents agreed that home economics majors are no different from other college students with respect to the following characteristics: (72) sure of what they want to do in life; (73) interested in competing for high grades; (74) interested in classical music and good literature; (78) tolerant of people who come from a different background; (79) seriously concerned about the state of the nation and of the world; and (80) interested in having a good time at college (Table 8).

For all but one of the perceptions, no statistically significant differences were found between home economics majors at USU and home economics majors at 1862 land grant institutions. As compared to non-home economics majors, USU home economics majors view themselves as less interested in making a lot of money (37.2%). This value was significantly different from the responses indicated by the 1862 home economics majors.

On the basis of the above information, as determined by the K-S test, the second null hypothesis of no significant difference in

Table 8

Summary of Perceptions of Home Economics Students

Characteristic	Percent USU	Percent 1862	Z Score	K-S c.v.
HOME ECONOMICS STUDENTS ARE:				
Sure of what they want to do in life			0.370	0.999
Less than non-HE	5.8	4.7		
Same as non-HE	80.2	77.6		
More than non-HE	14.0	17.6		
Friendly and helpful to other people			0.509	0.958
Less than non-HE	0.8	1.6		
Same as non-HE	64.5	58.8		
More than non-HE	34.7	39.6		
Willing to accept new and unusual ideas			0.787	0.566
Less than non-HE	13.2	5.7		
Same as non-HE	61.2	63.8		
More than non-HE	25.6	30.5		
Interested in making a lot of money			2.126	0.000*
Less than non-HE	37.2	16.8		
Same as non-HE	59.5	75.4		
More than non-HE	3.3	7.8		
Tolerant of people from a different background			0.913	0.375
Less than non-HE	6.7	4.4		
Same as non-HE	79.2	72.7		
More than non-HE	14.2	22.9		
Interested in having a good time at college			0.398	0.997
Less than non-HE	2.5	5.5		
Same as non-HE	90.1	90.9		
More than non-HE	7.4	3.6		

K-S c.v. = Kolmogorov-Smirnov statistic test critical value
* = Significant at the .05 level

the image projection of students majoring in home economics at Utah State University and image projection of home economics majors at 1862 schools participating in the S-114 Southern Regional Study should not be rejected.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was twofold: (a) to develop a profile of students currently majoring in home economics at Utah State University; and (b) to compare selected variables of USU home economics majors to those of home economics majors in 1862 schools participating in the S-114 Southern Regional Study.

Data were collected from 158 (50.7%) home economics majors at USU and 1126 (77% of a 15% cross-section sample) of home economics majors at 1862 land grant institutions in the Southern Region, using the S-114 Southern Regional Study of Agriculture and Home Economics Students Questionnaire. This instrument was developed initially for the S-114 Southern Regional Study, and was utilized in its exact form for this investigation. The questionnaire is divided into seven major categories: background data, parental information, high school data, work experience, college experience, goals, and attitudes. All 300 USU home economics majors were mailed the questionnaire cover letter; one week later, non-respondents were mailed a follow-up letter, and two weeks later, non-respondents were mailed a second follow-up reminder letter (Appendices A and B).

Findings

Profile

According to the prfile compiled on the basis of the 158 home economics majors at Utah State University, most are female, white, single, citizens of the United States, residents of Utah, and range in age from 18 to 59.

Almost one-third of their fathers are employed in professional and technical vocations. Over half of their mothers are full-time homemakers; over one-third are employed either part-time or full-time outside of the home. More than 52% of the parents earn a combined income of $20,000 or above. Educational levels are quite high and nearly equal, although the mothers are slightly more educated than the fathers. The large majority of respondents and parents were reproted to be politically conservative to moderate.

The USU subjects, 96.2%, graduated from public schools, with almost 50% claiming to have maintained a 4.0 (A) grade point average in high school. Although 95.6% indicated that home economics was offered in their high schools, only 77.8% took home economics. In high school, the home economics related co-curricular group with the highest percentage of participation (40.2%) was FHA.

More than half of the home economics majors have never attended another college or university, and 40.5% have never changed their majors. According to the questionnaire, 60% currently maintain a 3.0 or better GPA. Parents have been the most influential persons in the subjects' selection of a major, and the desire to prepare for a career was the strongest motivation in that selection. Savings, summer jobs,

parents, and part-time work are the primary sources of financial support for a high proportion of students.

Life Goals and Image Projections Compared

When the variables, desired formal education, expected formal education, desire to remain in home economics for graduate work, and expectations to do graduate work at present institution, were compared between home economics majors at USU and home economics majors in the Southern Region, two statistically significant differences were found. The USU home economics majors reported significantly higher formal educational aspirations and expectations.

Because of the inequality and variance of the questions involved (37-39), one general and conclusive statement will be made. USU students have significantly higher educational aspirations and expectations than do students in the Southern Region. They are not significantly different in their desire to remain in the field of home economics and their expectations to remain at their present institution for graduate study.

The overall consensus of opinion was that most college women are not more concerned with finding a mate than preparing for a career. Nevertheless, USU sample members generally indicated that a woman's most fulfilling roles are being a wife and mother. They also believe even more strongly in the equality of men and women than do 1862 respondents.

Fewer striking differences were apparent in the two groups' attitudes toward current agricultural concerns. Some favorable atti-

tudes were expressed toward agriculture as an industry, although more "undecided" respondents were chosen than any other.

The responses to questions concerning attitudes and image projections, 72-80, were analyzed on a combined basis, using Chi square, which revealed an overall significant difference between the two groups (.05 level of significance. The Kolmogorov-Smirnov statistic test, used to analyze each question individually, showed that one specific attitude was significantly different (.05 level of singificance). As compared to other college students, USU home economics majors perceive themselves to be less interested in making a lot of money.

Therefore, the null hypothesis, of no significant difference in the image projection of students majoring in home economics at Utah State University, and the image projection of home economics majors at 1862 schools participating in the S-114 Southern Regional Study, was not rejected on the basis of the Kolmogorov-Smirnov values.

Conclusions

A generalization which can be drawn from the profile of USU home economics majors is that, in many ways, they are typical college students. Their parents are well educated, conservative, and have average income distributions. The students were fairly active in high school organizations and many have had work experience in home economics.

Partial financial support, by the parents, and the influence that they exercise in the subjects' selection of a major, suggest strong family ties. The strong influence of college advisors and home

economics teachers should not be ignored or minimized. However, the superficial influence of high school counselors on career choice in home economics indicates a need for greater career awareness of the profession.

Educational aspirations are very high and anticipated incomes are realistic, considering their goals, inflation, and the rising cost of living. Students report very traditional attitudes concerning the woman's role and are quite indecisive with respect to environmental issues. Home economics majors have quite favorable impressions of their peers, and generally of themselves, and apparently are satisfied with their circumstances.

The comparative analysis revealed that very few differences exist between life goals and image projections of home economics majors at the land grant institution in Utah and those at land grant institutions in the Southern Region. Significant differences in these areas are USU subjects' higher educational aspirations, expectations, and the perceptions of being less interested in making a lot of money.

Implications

Advisors, instructors, recruitment personnel, and administrators can benefit from the information provided by the profile as they guide the educational experiences of home economics majors. The greatest need suggested by the profile and analysis of goal aspirations is for increased emphasis on graduate school.

Career preparation is highly important to the students in this profile, so implications for high school counselors, home economics

teachers, home agents, and other home economics professionals point towards involvement with youth on a pre-college, as well as college, basis. Enthusiastic, concentrated efforts on the part of these people to expose and involve students in home economics related organizations and groups in high school, such as FHA, 4-H, and vocational clubs, are very strongly worth considering.

The strong religious (LDS) influence at USU may account for differences between 1862 schools in regards to a woman's role, and further study is suggested for a more detailed and complete comparison. Cross-comparisons of characteristics between the different major universities in Utah may be very informative and useful in program development and recruitment.

Home economics, on both secondary and post-secondary levels, can be a powerful tool in the directing of attitudes towards women, their aspirations, and achievements. The more seriously this responsibility and privilege is taken, the more positive the influence.

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APPENDICES

Appendix A

S-114 Southern Regional Study of Agriculture and Home Economics Students Questionnaire

May 1, 1980

Dear Home Economics Major:

You have been selected to participate in a descriptive study and regional comparison of university students in the College of Agriculture and Family Life. This research project focuses upon background characteristics and factors related to and underlying career choices and future plans.

Your name and the address of someone who will always know where you may be contacted are requested on the questionnaire. This information is needed so that you can be contacted again in several years for another phase of the study. Information supplied by you and your fellow students will be kept strictly CONFIDENTIAL. No information will be released in such a way that individual students could be identified. If you wish to remain anonymous and/or you do not wish to give the name of someone who can contact you in the future please indicate this by marking the following applicable spaces:

_____ I wish to remain anonymous.

_____ I do not wish to give information as to who can contact me in future.

If you would like to participate fully in the study as is outlined in this letter, would you please sign your name in the following blank for your approval and consent: _____

Signature of Participant

Please read carefully and complete all the questions on the form to the best of your ability. If you have any comments which might be helpful in clarifying your answers, please feel free to write them in the left-hand margin of the questionnaire. Please return it within 5 days through the campus mail or place it in one of the boxes provided in the following department head's office:

1. Dr. Carol A. Bocan-HECE: Family Life, rm. 303, UMC 29
2. Dr. C. A. Ernstrom-NFS: Nutrition & Food Sciences, rm. 212, UMC 87
3. Dr. Jay Schvaneveldt-FHD: Family Life, rm. 221, UMC 29

Your name _____
Last First Middle

Please give the name and address of someone who would always know how you may be contacted.

Name: _____

Address: _____
street, box or rfd

_____
city state zip

Phone No.(if known) _____
area code number

Relationship of this person to you _____

If you have any questions, please feel free to contact me. Thank you for your cooperation and help in this matter.

Sincerely,

Margie K. Purnell

Utah State University
Home Economics and
Consumer Education

Margie K. Purnell
Master's Candidate
Office: 0 750-1558
Home: 0 75[illegible]-3303

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*PLEASE PLACE AN "x" IN ALL BOXES EXCEPT WHERE INDICATED.

ID_____(1-5)

CARD 1 (6)

BACKGROUND DATA

1. Sex: Male ☐ 1 Female: ☐ 2 (7)

2. How do you describe yourself? (8)

American Indian	☐ 1	Other Latin-American origin	☐ 5
Black or Afro-American or Negro	☐ 2	Oriental or Asian-American	☐ 6
Mexican-American or Chicano	☐ 3	White or Anglo-American	☐ 7
Puerto Rican	☐ 4	Other (specify) _____	☐ 8

3. Age:_____years at last birthday (9-10)

4. Country of citizenship: U.S.A. ☐ 1
Other (specify) _____ ☐ 2 (11)

5. Home State:_____ (12-13)

6. Name of university presently attending:_____ (14-15)

7. Major(s) or concentration(s):_____ (16-17)
_____ (18-19)

8. College classification: (20)

Freshman	☐ 1	Senior	☐ 4
Sophomore	☐ 2	Graduate student	☐ 5
Junior	☐ 3	Other	☐ 6

9. Marital Status: (21)

Single	☐ 1	Divorced	☐ 4
Married	☐ 2	Widowed	☐ 5
Separated	☐ 3		

10a. Please indicate the kind of place you have lived most of your life (or for the longest period in your life): (22)

A large metropolitan city (over 500,000 in population)	☐ 6
A medium-sized city (50,000 to 500,000 in population)	☐ 5
A smaller city (10,000 to 50,000 in population)	☐ 4
A town or village (under 10,000 in population)	☐ 3
In the country, outside of a city or village	☐ 2
In the country and on a farm or ranch, outside of a city or village	☐ 1

b. If you lived longest in a place which had less than 50,000 in population, how far was it from a large or medium-sized city? _____miles. (23-24)

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PARENTAL INFORMATION

11. Please indicate the kind of place in which your parents were raised. (25)(26)

	Father	Mother
A large metropolitan city (over 500,000 in population)	☐ 6	☐ 6
A medium-sized city (50,000 to 500,000 in population)	☐ 5	☐ 5
A smaller city (10,000 to 50,000 in population)	☐ 4	☐ 4
A town or village (under 10,000 in population)	☐ 3	☐ 3
In the country, outside of a city or village	☐ 2	☐ 2
In the country and on a farm or ranch, outside of a city or village.	☐ 1	☐ 1

12a. Are your parents presently living on a farm or ranch? (27)

- Yes, one they own ☐ 1
- Yes, one they lease or rent ☐ 2
- Yes, one they tenant-farm ☐ 3
- No, but they own, rent, or lease one ☐ 4
- No ☐ 5

b. If your parents own, lease, rent, or tenant-farm a farm or ranch, approximately what part of their total income is from agricultural production? (28)

- Primary source of income (over 1/2) ☐ 1
- Secondary source of income (less than 1/2) ☐ 2
- Just live there but get no income ☐ 3

13a. What is your father's current occupation? Be specific and detailed. If disabled, retired, or deceased, please indicate what his occupation was most of his life. If farmer or rancher indicate his major agricultural product, how many acres he owns, and how many acres he operates. (29-38)

_____

_____

_____

b. Is his current employment status: (39)

Full-time	☐ 1	Disabled	☐ 5
Part-time	☐ 2	Retired	☐ 6
Self-employed	☐ 3	Deceased	☐ 7
Unemployed	☐ 4		

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16-a. What is your mother's current occupation? Be specific and detailed. If disabled, retired, or deceased, please indicate what her occupation was most of her life. If farmer or rancher, indicate her major agricultural product, how many acres she owns, and how many acres she operates. If housewife, so indicate. (40-49)

_____

b. Is her current employment status: (50)

Housewife	☐ 1	Unemployed	☐ 5
Full-time	☐ 2	Disabled	☐ 6
Part-time	☐ 3	Retired	☐ 7
Self-employed	☐ 4	Deceased	☐ 8

17. Approximately what is your parents' average yearly income? (51)

Less than $5000	☐ 1	25,000 to 49,999	☐ 6
5,000 to 9,999	☐ 2	50,000 to 74,999	☐ 7
10,000 to 14,999	☐ 3	75,000 to 99,999	☐ 8
15,000 to 19,999	☐ 4	Over 100,000	☐ 9
20,000 to 24,999	☐ 5		

18. What is the highest school level completed by your parents? (52)(53)

	Father	Mother
Less than 9th grade	☐ 1	☐ 1
Some high school but didn't graduate	☐ 2	☐ 2
Vocational training but didn't graduate from high school	☐ 3	☐ 3
Graduated from high school or high school equivalent (e.g., GED)	☐ 4	☐ 4
Vocational training after high school graduation	☐ 5	☐ 5
Some college but didn't graduate (including junior college)	☐ 6	☐ 6
College graduate (bachelors degree)	☐ 7	☐ 7
Graduate work (beyond bachelors degree)	☐ 8	☐ 8
Don't know	☐ 9	☐ 9

19. What is your own political preference and that of your parents:

	Conservative 1	Somewhat Conservative 2	Moderate 3	Somewhat Liberal 4	Liberal 5	Don't Know 9	
Yourself	☐	☐	☐	☐	☐	☐	(54)
Father	☐	☐	☐	☐	☐	☐	(55)
Mother	☐	☐	☐	☐	☐	☐	(56)

20. How many older brothers [___] and sisters [___] do you have? (57)(58)

21. How many younger brothers [___] and sisters [___] do you have? (59)(60)

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HIGH SCHOOL DATA

22. From what type of high school did you graduate? (61)

- Public ☐ 1
- Private (religious) ☐ 2
- Private (non-religious) ☐ 3
- Other (e.g., G.E.D., etc.) ☐ 4

23. How many students were in your graduating class in high school? (62)

Less than 25	☐ 1	150 to 199	☐ 6
25 to 49	☐ 2	200 to 399	☐ 7
50 to 74	☐ 3	400 to 599	☐ 8
75 to 99	☐ 4	600 or more	☐ 9
100 to 149	☐ 5		

24. Which of the following is closest to your overall high school grade point average? (63)

A ☐ 4 B ☐ 3 C ☐ 2 D ☐ 1 F ☐ 0

25.a. Were agriculture courses offered in your high school (64)

Yes ☐ 1 No ☐ 2 Don't know ☐ 3

b. Did you take any agriculture courses in high school? (65)

Yes ☐ 1 No ☐ 2

26.a. Were home economics courses offered in your high school? (66)

Yes ☐ 1 No ☐ 2 Don't know ☐ 3

b. Did you take any home economics courses in high school? (67)

Yes ☐ 1 No ☐ 2

27.a. Did one course in high school, more than any other course, influence your decision to choose an agricultural or home economics major in college? (68)

Yes ☐ 1 No ☐ 2

b. If "yes", was this course in: (69)

Agriculture	☐ 1	Physical science	☐ 4
Home economics	☐ 2	Other (specify) _____	☐ 5
Biological science	☐ 3		

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ID_____(1-5)

CARD 2 (6)

28. While enrolled in high school, did you participate in any of the following type of activities?

	Participated as a leader or officer 3	Participated 2	Did not participate 1	
Athletic teams, letterman's club	☐	☐	☐	(7)
Intramurals, sports club	☐	☐	☐	(8)
Cheerleaders, pep club, drill team	☐	☐	☐	(9)
Debating, drama, band, chorus	☐	☐	☐	(10)
Hobby clubs such as photography, model building, hot rod, electronics, crafts	☐	☐	☐	(11)
Honorary clubs such as Beta Club or National Honor Society	☐	☐	☐	(12)
School newspaper, magazine, yearbook annual	☐	☐	☐	(13)
School subject matter clubs such as science, history, language, business, art	☐	☐	☐	(14)
Student council, student government political club	☐	☐	☐	(15)
4-H	☐	☐	☐	(16)
FFA	☐	☐	☐	(17)
FHA	☐	☐	☐	(18)
Other vocational clubs such as Future Teachers, DECA, OEA, FBEA, HERO, or VICA	☐	☐	☐	(19)

WORK EXPERIENCES

29. Please indicate the kinds of work experiences you have had by giving a response for each work experience.

	Yes 1	No 2	
Farm or ranch work on home farm	☐	☐	(20)
Farm or ranch work elsewhere as a hired employee	☐	☐	(21)
Other agriculture-related work	☐	☐	(22)
Home economics-related work as a hired employee	☐	☐	(23)
Other work experiences	☐	☐	(24)

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COLLEGE EXPERIENCE

30. Did you attend another university or college before you entered your present university? (25)

No	☐ 1
Yes, a 2-year college	☐ 2
Yes, a 4-year college	☐ 3
Other (specify)_____	☐ 4

31. How influential have each of the following people been in helping you to choose your college major?

	Very Influential 3	Some Influence 2	No Influence 1	
Mother	☐	☐	☐	(26)
Father	☐	☐	☐	(27)
Brother	☐	☐	☐	(28)
Sister	☐	☐	☐	(29)
Other relative	☐	☐	☐	(30)
High school friend	☐	☐	☐	(31)
High school counselor	☐	☐	☐	(32)
County extension agent	☐	☐	☐	(33)
Voc. ag. teacher	☐	☐	☐	(34)
Home economics teacher	☐	☐	☐	(35)
Other teacher or principal	☐	☐	☐	(36)
College friend	☐	☐	☐	(37)
College teacher or advisor	☐	☐	☐	(38)
Former student	☐	☐	☐	(39)
Dean or Associate Dean of Ag. or Home Economics	☐	☐	☐	(40)
Veterinarian	☐	☐	☐	(41)
Clergyman	☐	☐	☐	(42)

32. a. What is your overall college GPA? (for example, 2.4) _____ (43-44)

If first semester student, please indicate here ☐

b. How is your GPA computed? 3 pt. scale ☐ 4 pt. scale ☐ (45)

33. a. Since first enrolling in college, have you ever changed your major or concentration? Yes ☐ 1 No ☐ 2 (46)

b. If "yes", was your most recent previous major or concentration also in agriculture or home economics? (47)

Yes ☐ 1 No ☐ 2

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34. Please indicate how important the following things were in choosing your present major.

	Very Importance 3	Some Importance 2	No Importance 1	
Scholarships and/or financial assistance	☐	☐	☐	(48)
To prepare for a career	☐	☐	☐	(49)
To help others	☐	☐	☐	(50)
A preference of country life to city life	☐	☐	☐	(51)
Successful prior experiences in agri.	☐	☐	☐	(52)
Successful prior experiences in home economics	☐	☐	☐	(53)
My friends were in this major	☐	☐	☐	(54)
My family thought this would be best	☐	☐	☐	(55)
High school teacher or counselor suggested it	☐	☐	☐	(56)
College teacher or advisor suggested it	☐	☐	☐	(57)
Had a course related to this in high school	☐	☐	☐	(58)
Had a course related to this in college	☐	☐	☐	(59)
Chance to make better grades	☐	☐	☐	(60)
It would insure a good income	☐	☐	☐	(61)
Other (please specify)_____	☐	☐	☐	(62)

35. Please indicate to which of the following agricultural or home economics organizations you belong and if you were a leader or officer in those organizations.

	Memberships		Leader or Officer		
	Yes 1	No 2	Yes 1	No 2	
Departmental Clubs	☐	☐	☐	☐	(63)(64)
Judging teams	☐	☐	☐	☐	(65)(66)
Honors fraternities/sororities	☐	☐	☐	☐	(67)(68)
College 4-H/FFA/FHA	☐	☐	☐	☐	(69)(70)
Student agriculture or home economics council	☐	☐	☐	☐	(71)(72)
Social fraternities/sororities	☐	☐	☐	☐	(73)(74)
Professional societies/associations	☐	☐	☐	☐	(75)(76)

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ID_____ (1-5)

CARD 3 (6)

36. Please indicate which of the following sources have contributed to the cost of your college education, including living expenses.

	Yes 1	No 2	
Scholarships	☐	☐	(7)
Student loans or grants	☐	☐	(8)
Own savings	☐	☐	(9)
Part-time work while at college	☐	☐	(10)
Parents	☐	☐	(11)
Veterans benefits	☐	☐	(12)
Spouse	☐	☐	(13)
Other relative or friends	☐	☐	(14)
Summer jobs	☐	☐	(15)
Other (specify) _____	☐	☐	(16)

GOALS

37. If you could have as much formal education as desired, which one of the following would you do? (17)

- ☐ 1 Quit school before bachelors degree
- ☐ 2 Go to a vocational training school or business school
- ☐ 3 Complete work for a bachelors degree
- ☐ 4 Complete a program for a masters degree
- ☐ 5 Complete a program for a professional degree (vet., law, etc.)
- ☐ 6 Complete a program for a doctoral degree

38. Which one of the following do you think you really will do about your formal education? (18)

- ☐ 1 Quit school before bachelors degree
- ☐ 2 Go to a vocational training school or business school
- ☐ 3 Complete work for a bachelors degree
- ☐ 4 Complete a program for a masters degree
- ☐ 5 Complete a program for a professional degree (vet., law, etc.)
- ☐ 6 Complete a program for a doctoral degree

39. If you expect to do graduate work after you have your bachelors degree, please answer the following:

a. Do you expect to remain in an agricultural or home economics related concentration? Yes ☐ 1 No ☐ 2 (19)

b. Do you expect to remain at your present university? Yes ☐ 1 No ☐ 2 (20)

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40. If you were completely free to choose any job, what would you desire most as a lifetime job? Please give the exact job. _____ (21-30)

_____

41. Sometimes we are not always able to do what we want most. What kind of job do you really expect to have most of your life? Please give the exact job. _____ (31-40)

_____

42. Do you think you might eventually own a farm or ranch? (41)

- ☐ 3 Yes, own alone
- ☐ 2 Yes, own with others
- ☐ 1 No

43. Do you expect to inherit a farm or ranch someday? (42)

- ☐ 4 Yes, definitely expect to
- ☐ 3 Some possibility of it
- ☐ 2 No, definitely won't
- ☐ 1 Already inherited one (or spouse did)

44. What do you anticipate your income will be in your first full-time job after completing your formal education? (43)

Less than $5,000	☐ 1	12,500 to 14,999	☐ 5
5,000 to 7,499	☐ 2	15,000 to 17,499	☐ 6
7,500 to 9,999	☐ 3	17,500 to 19,999	☐ 7
10,000 to 12,499	☐ 4	20,000 or above	☐ 8

45. We are interested in the kind of community you would prefer to live in once you complete your education. If you could live in any size community you wanted, which <u>one</u> of the following would you like <u>best</u>? (44)

- ☐ 6 A large metropolitan city (over 500,000 in population)
- ☐ 5 A medium-sized city (50,000 to 500,000 in population)
- ☐ 4 A smaller city (10,000 to 50,000 in population)
- ☐ 3 A town or village (under 10,000 in population)
- ☐ 2 In the country, outside a city or village
- ☐ 1 In the country and on a farm or ranch, outside of a city or village

46. If you chose a place of less than 50,000 in population, how far would it be from a large or medium-sized city? (45)

- ☐ 1 Within 30 miles
- ☐ 2 Farther away than 30 miles
- ☐ 3 Doesn't matter

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ATTITUDES

Beside each of the statements listed below, please indicate whether you strongly agree, agree, disagree, strongly disagree, or are undecided.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	
47. Women in college are more concerned with getting a husband than with preparing for a career.	☐	☐	☐	☐	☐	(46)
48. The husband and wife should be equal partners in the marriage.	☐	☐	☐	☐	☐	(47)
49. It is alright for a woman to work but her real fulfillment in life comes with motherhood.	☐	☐	☐	☐	☐	(48)
50. A woman who does the same work as a man should receive the same pay.	☐	☐	☐	☐	☐	(49)
51. I would feel uncomfortable if my supervisor at work were a woman.	☐	☐	☐	☐	☐	(50)
52. Women are capable of performing as well as men at work outside the home.	☐	☐	☐	☐	☐	(51)
53. It's alright for women to work full-time even though their children are in school.	☐	☐	☐	☐	☐	(52)
54. Most agricultural occupations are unsuited to women.	☐	☐	☐	☐	☐	(53)
55. Women should work full-time only before they have children.	☐	☐	☐	☐	☐	(54)
56. The government should be able to force farmers to adopt soil conservation practices if they have erosion problems.	☐	☐	☐	☐	☐	(55)
57. Greater regulation is needed on the use of chemicals in agriculture.	☐	☐	☐	☐	☐	(56)
58. Economic progress that results in the destruction of places of natural beauty needs to be stopped.	☐	☐	☐	☐	☐	(57)
59. Strip mining coal to provide energy for our country is more important than keeping the countryside in its natural condition.	☐	☐	☐	☐	☐	(58)
60. There are good career opportunities in agriculture.	☐	☐	☐	☐	☐	(59)
61. Most work in agriculture can be done by people with little education.	☐	☐	☐	☐	☐	(60)
62. Agriculture is a declining industry.	☐	☐	☐	☐	☐	(61)

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FOR AGRICULTURE STUDENTS ONLY

Beside each of the statements listed below, please indicate how you would rate agriculture students compared to non-agriculture students.

Agriculture students are:	More than non-ag. students 3	Same as non-ag. students 2	Less than non-ag. students 1	
a. Sure of what they want to do in life.	☐	☐	☐	(62)
b. Interested in competing for high grades.	☐	☐	☐	(63)
c. Interested in classical music and good literature.	☐	☐	☐	(64)
d. Friendly and helpful to other people.	☐	☐	☐	(65)
e. Willing to accept new and unusual ideas.	☐	☐	☐	(66)
f. Interested in making a lot of money.	☐	☐	☐	(67)
g. Tolerant of people who come from a different background.	☐	☐	☐	(68)
h. Seriously concerned about the state of the nation and of the world.	☐	☐	☐	(69)
i. Interested in having a good time at college.	☐	☐	☐	(70)

FOR HOME ECONOMICS STUDENTS ONLY

Beside each of the statements listed below, please indicate how you would rate home economics students compared to non-home economics students.

Home Economics students are:	More than non-home ec. students 3	Same as non-home ec. students 2	Less than non-home ec. students 1	
a. Sure of what they want to do in life.	☐	☐	☐	(71)
b. Interested in competing for high grades.	☐	☐	☐	(72)
c. Interested in classical music and good literature.	☐	☐	☐	(73)
d. Friendly and helpful to other people.	☐	☐	☐	(74)
e. Willing to accept new and unusual ideas.	☐	☐	☐	(75)
f. Interested in making a lot of money	☐	☐	☐	(76)
g. Tolerant of people who come from a different background.	☐	☐	☐	(77)
h. Seriously concerned about the state of the nation and of the world.	☐	☐	☐	(78)
i. Interested in having a good time at college.	☐	☐	☐	(79)

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81. Optional: Could you please state your religious preference by checking one of the following:

Catholic _____

Jewish _____

LDS _____

Protestant _____

Other _____

Appendix B

Follow-up Letters #1 and #2

May 16, 1980

Dear Student:

Last week, a questionnaire for a research project, studying student majors in the College of Agriculture and Family Life, was sent to you. If you have not yet taken the few minutes necessary to answer the questionnaire, please do so today and drop it in the box provided in your department head's office, or send it to me through the campus mail.

Thank you for your cooperation in this matter.

Sincerely,

Margie K. Purnell
Master's Candidate
Office: 750-1558
Home: 753-3303

FOLLOW-UP LETTER #2

May 23, 1980

Dear Student:

Two weeks ago, a questionnaire for a research project, studying student majors in the College of Agriculture and Family Life, was sent to you. If you have not yet taken the few minutes necessary to answer the questionnaire, please do so today and drop it in the box provided in your department head's office, or send it to me through the campus mail.

Thank you for your cooperation in this matter.

Sincerely,

Margie K. Purnell
Master's Candidate
Office: 750-1[illegible]8
Home: 753-3303

Appendix C

Complete Profile of USU Home Economics Majors Using Adjusted Percentates

N = 158

Background Data		N	Percent
1.	Sex		
	Male	17	10.8
	Female	141	89.2
2.	How do you describe yourself?		
	Mexican-American or Chicano	2	1.3
	White or Anglo-American	149	94.9
	Other	6	3.8
	No response	1	---
3.	Age		
	Eighteen	8	5.1
	Nineteen	16	10.1
	Twenty	21	13.3
	Twenty-one	32	20.3
	Twenty-two	19	12.0
	Twenty-three	9	5.7
	Twenty-four	8	5.1
	Twenty-five	7	4.4
	Twenty-six	3	1.9
	Twenty-seven	8	5.1
	Twenty-eight	7	4.4
	Twenty-nine	3	1.9
	Thirty	1	0.6
	Thirty-one	1	0.6
	Thirty-two	3	1.9
	Thirty-three	1	0.6
	Thirty-five	2	1.3
	Thirty-six	1	0.6
	Thirty-nine	1	0.6
	Forty-three	2	1.3

Background (continued)		N	Percent
	Forty-five	1	0.6
	Forty-nine	1	0.6
	Fifty-one	1	0.6
	Fifty-three	1	0.6
	Fifty-nine	1	0.6
4.	Country of citizenship		
	U.S.A.	149	95.5
	Other	7	4.5
	No response	2	----
5.	Home state		
	Maryland	1	0.6
	Texas	1	0.6
	New York	1	0.6
	Pennsylvania	1	0.6
	New Jersey	1	0.6
	Massachusetts	1	0.6
	California	7	4.4
	Arizona	1	0.6
	Wyoming	1	0.6
	Illinois	1	0.6
	Washington	1	0.6
	Michigan	2	1.3
	Montana	1	0.6
	Colorado	2	1.3
	Nebraska	2	1.3
	Wisconsin	1	0.6
	Utah	116	73.4
	Idaho	8	5.1
	South Dakota	1	0.6
	Mexico	1	0.6
	Iran	1	0.6
	Saudi Arabia	1	0.6
	Ghana	1	0.6
	New Zealand	1	0.6
	Nigeria	1	0.6
	No response	2	1.3
7.	Major or concentration		
	Home Economics	12	7.6
	Housing and Interiors	5	3.2
	Clothing and Textiles	22	13.9
	Family Economics and Management	4	2.5
	Family and Human Development	29	18.4
	Nutrition and Food Science	31	19.6

Background Data (continued)	N	Percent
Home Economics Education	54	34.2
9. College classification		
Freshman	21	13.3
Sophomore	20	12.7
Junior	42	26.6
Senior	41	25.9
Graduate student	33	20.9
Other	1	0.6
9. Marital status		
Single	112	70.9
Married	39	24.7
Separated	---	----
Divorced	3	1.9
Widowed	4	2.5
10A. Residence for most of life		
Country, farm or ranch	13	8.3
Country, outside of city	7	4.5
Town or village (less than 10,000)	21	13.4
Small city (10,000 to 50,000)	59	37.6
Medium-sized city (50,000 to 500,000)	40	25.5
Large metropolitan city (more than 500,000)	17	10.8
No response	1	----
10B. If residence for most of life was in a place less than 50,000, how far was it from a large or medium-sized city?		
Two to ten miles	13	14.6
Eleven to twenty	21	23.5
Twenty-one to forty	18	20.1
Forty-one to sixty	11	12.3
More than eighty	16	11.2
No response (not applicable)	69	----

Parental Information	N	Percent
11A. Place father was reared		
Country, farm or ranch	29	18.7
Country, outside of city	10	6.3
Town or village (less than 10,000)	56	35.4
Small city (10,000 to 50,000)	29	18.7
Medium-sized city (50,000 to 500,000)	23	14.8
Large metropolitan city (more than 500,000)	8	5.1
No response	3	----
11B. Place mother was reared		
Country, farm or ranch	28	18.1
Country, outside of city	16	10.1
Town or village (less than 10,000)	44	27.8
Small city (10,000 to 50,000)	26	16.5
Medium-sized city (50,000 to 500,000)	25	15.8
Large metropolitan city (more than 500,000)	16	10.1
No response	3	----
12A. Are your parents presently living on a farm or ranch?		
Yes, they own one	15	9.7
Yes, they lease or rent	1	0.6
Yes, they tenant-farm	1	0.6
No, but they own, rent, or lease one	13	8.2
No	125	80.6
No response	3	----
12B. If your parents own, lease, rent, or tenant-farm a farm or ranch, approximately what part of their total income is from agricultural production?		
Over one half	11	32.4
Less than one half	17	50.0
None	6	17.6
No response (not applicable)	124	----

Parental Information (continued)	N	Percent
13A. Father's current occupation		
Accountants	4	2.5
Architects	1	0.6
Aeronautical Engineers	2	1.3
Chemical Engineers	1	0.6
Civil Engineers	4	2.5
Engineers, n.e.c.	4	2.5
Farm Management Advisors	1	0.6
Lawyers	1	0.6
Librarians	1	0.6
Agricultural Scientists	2	1.3
Physicists	2	1.3
Dentists	3	1.9
Pharmacists	1	0.6
Medical Physicians	1	0.6
Podiatrists	1	0.6
Health Practitioner, n.e.c.	2	1.3
Clinical laboratory technologist	1	0.6
Religious worker, n.e.c.	1	0.6
Engineering teachers, college or university	2	1.3
Mathematics teachers, college or university	1	0.6
Health specialist teachers, college or university	1	0.6
Elementary school teachers	2	1.3
Secondary school teachers	2	1.3
Teachers, except college or university, n.e.c.	1	0.6
Electrical engineering technicians	2	1.3
Mechanical engineering technicians	1	0.6
Vocational and educational counselors	1	0.6
Designers	1	0.6
Writers, artists, and entertainers, n.e.c.	1	0.6
Assessors, controllers, and treasurers, local public administration	2	1.3
Bank officers and financial managers	3	1.9
Buyers, wholesale and retail trade	2	1.3
Inspectors, except construction, public administration	3	1.9
Managers and superintendents, building	2	1.3
Office managers, n.e.c.	1	0.6
Agriculture extension agents	2	1.3
Publishers	1	0.6
Officials of lodges, societies and unions	1	0.6

Parental Information (continued)	N	Percent
Purchasing agents and buyers, n.e.c.	1	0.6
Railroad conductors	2	1.3
Sales managers and department heads retail trade	5	3.2
School administrators, college	2	1.3
School administrators, elementary and secondary	1	0.6
Managers and administrators, n.e.c.	3	1.9
General contractors, construction	6	3.8
Advertising agents and salesmen	6	3.8
Insurance agents, brokers, and underwriters	1	0.6
Real estate agents and brokers	2	1.3
Salesmen and sales clerks, n.e.c.	4	2.5
Clerical supervisors, n.e.c.	2	1.3
Postal Clerks	4	2.5
Stock clerks and store keepers	1	0.6
Bulldozer operators	1	0.6
Carpenters	2	1.3
Cement and concrete finishers	2	1.3
Machinists	1	1.3
Aircraft mechanics	1	0.6
Automobile mechanics	1	0.6
Household applicance and accessory installer and mechanics	1	0.6
Mechanics and repairmen, not specified	2	1.3
Plumbers and pipe fitters	1	0.6
Horse trainers	1	0.6
Former members of the Armed Forces	1	0.6
Weavers	1	0.6
Welders and flame cutters	1	0.6
Railroad brakemen	3	1.9
Railroad switchmen	1	0.6
Truck drivers	1	0.6
Gardeners and groundskeepers, except farm	1	0.6
Farmers, (Owners & tenants)	16	10.1
Farm managers	1	0.6
Janitors and sextons	1	0.6
Barbers	1	0.6
Guards and watchmen	1	0.6
Sheriffs and bailiffs	1	0.6
Commissioned officers	3	1.9
Armed Forces, non-specified rank	1	2.6
No response	1	----

Parental Information (continued)	N	Percent
13B. Father's current employment status		
Full-time	94	59.9
Part-time	2	1.3
Self-employed	20	12.7
Unemployed	---	----
Disabled	4	2.5
Retired	24	15.3
Deceased	13	8.3
No response	1	----
16A. Mother's current occupation		
Accountants	2	1.3
Librarians	1	0.6
Dietitians	1	0.6
Registered nurses	5	3.2
Therapists	1	0.6
Elementary school teachers	3	1.9
Pre-kindergarten and kindergarten teachers	2	1.3
Secondary school teachers	2	1.9
Teachers, except college and universities, n.e.c.	1	0.6
Vocational and educational counselors	1	0.6
Sculptors and painters	2	1.3
Publicity writers	1	0.6
Extension home economists county	1	0.6
Managers and superintendents, building	1	0.6
Sales managers and department heads, retail trade	1	0.6
Sales managers and department heads, except retail trade	1	0.6
Managers and administrators, n.e.c.	1	0.6
Florists, nursery owners	1	0.6
Advertising agents and salesmen	2	1.3
Newsboys	1	0.6
Real estate agents and brokers	1	0.6
Salesmen and sales clerks, n.e.c.	1	0.6
Bank tellers	1	0.6
Bookkeepers	4	2.5
Cashiers	2	1.3
Clerical supervisors, n.e.c.	1	0.6
Counter clerks, except food	1	0.6
File clerks	1	0.6

Parental Information (continued)	N	Percent
Legal secretaries	2	1.3
Secretaries, n.e.c.	11	7.0
Teacher aides, except school monitors	1	0.6
Painters, construction and maintenance	1	0.6
Assemblers	1	0.6
Precision machine operators, n,e.c.	1	0.6
Sewers and stitchers	2	0.6
Cooks, except private households	2	1.3
Food counter and fountain workers	1	0.6
Waiters	1	0.6
Dental assistants	1	0.6
Beauticians and cosmetologists	1	0.6
Homemaker, housewife	84	53.2
No response	5	----
16B. Mother's current employment status		
Homemaker	72	46.5
Full-time	38	24.5
Part-time	23	14.8
Self-employed	4	2.6
Unemployed	3	1.9
Disabled	1	0.6
Retired	10	6.5
Deceased	4	2.6
No response	3	----
17. Parents' average annual income		
Less than $5,000	4	2.9
5,000 to 9,999	15	10.8
10,000 to 14,999	16	11.5
15,000 to 19,999	31	22.3
20,000 to 24,999	18	12.9
25,000 to 49,999	37	26.6
50,000 to 74,999	10	7.2
75,000 to 99,999	4	2.9
Over 100,000	4	2.9
No response	19	----
18A. Highest school level completed by father		
Less than 9th grade	7	4.4
Some high school, but did not graduate	14	8.9

Parental Information (continued)	N	Percent
Vocational training, no high school diploma	2	1.3
Graduated from high school or equivalent	31	19.6
Vocational training with high school diploma	6	3.8
Some college but did not graduate	28	17.7
College graduate	32	20.3
Graduate work	36	22.8
Do not know	2	1.3
18B. Highest school level completed by mother		
Less than 9th grade	5	3.2
Some high school but did not graduate	4	2.5
Vocational training, no high school diploma	2	1.3
Graduated from high school or equivalent	48	30.4
Vocational training with high school diploma	11	7.0
Some college but did not graduate	41	25.9
College graduate	37	23.4
Graduate work	8	5.1
Do not know	2	1.3
19A. Political preferences of yourself		
Conservative	26	16.9
Somewhat conservative	43	27.9
Moderate	48	31.2
Somewhat Liberal	19	12.3
Liberal	5	3.2
Do not know	13	8.4
No response	4	----
19B. Political preferences of father		
Conservative	41	27.0
Somewhat conservative	49	32.2
Moderate	33	21.7
Somewhat liberal	8	5.3
Liberal	1	0.7
Do not know	20	13.2
No response	6	----

Parental Information (continued)	N	Percent
19C. Political preferences of mother		
Conservative	40	26.3
Somewhat conservative	51	33.6
Moderate	33	21.7
Somewhat liberal	5	3.3
Liberal	3	2.0
Do not know	20	13.2
No response	6	----
20A. Number of older brothers		
None	55	36.9
One	46	30.9
Two	22	14.8
Three	14	9.4
Four	8	5.4
Five	---	----
Six	2	1.3
Seven	---	----
Eight	2	1.3
No response	9	----
20B. Number of older sisters		
None	66	45.5
One	38	26.2
Two	24	16.6
Three	10	6.9
Four	5	3.4
Five	1	0.7
Six	---	----
Seven	---	----
Eight	---	----
Nine	1	0.7
21A. Number of younger brothers		
None	90	46.9
One	65	33.8
Two	25	13.0
Three	11	5.7
Four	1	0.5
Five	1	0.7
Six	---	----
Seven	1	0.7
No response	12	----

Parental Information (continued)	N	Percent
21B. Number of younger sisters		
None	64	43.8
One	42	28.8
Two	29	19.9
Three	5	3.4
Four	3	2.1
Five	2	1.4
Six	1	0.7
No response	12	----

High School Data	N	Percent
22. From what type of high school did you graduate?		
Public	151	96.2
Private, religious	3	1.9
Private, non-religious	2	1.3
Other	1	0.6
No response	1	----
23. Size of graduating class		
Less than 25	2	1.3
26 to 49	10	6.4
50 to 74	7	4.5
75 to 99	5	3.2
100 to 149	9	5.7
150 to 199	8	5.1
200 to 399	49	31.2
400 to 599	46	29.2
600 or more	21	13.4
No response	1	----
24. Overall high school grade point average		
A	78	49.7
B	72	45.9
C	7	4.5
D	---	----
F	---	----
No response	1	----

High School Data (continued)	N	Percent
25A. Were agriculture courses offered in your high school?		
Yes	73	46.5
No	59	37.6
Do not know	25	15.9
No response	1	----
25B. Did you take any agriculture courses?		
Yes	5	3.2
No	151	96.8
No response	2	----
26A. Were home economics courses offered in your high school?		
Yes	151	95.6
No	6	3.8
Do not know	1	0.6
26B. Did you take any home economics?		
Yes	123	77.8
No	35	22.2
27A. Did one course in high school, more than any other course, influence your decision to choose a home economics major in college?		
Yes	57	36.5
No	99	63.5
No response	2	----
27B. If yes, was this course in:		
Agriculture	---	----
Home economics	48	80.0
Biological science	6	10.0
Physical science	1	1.7
Other	5	8.3
No response (not applicable)	98	----
28. While enrolled in high school, did you participate in any of the following type activities?		

High School Data (continued)	N	Percent
A. Athletic teams, letterman's club		
Leader or officer	11	8.3
Participated	33	25.0
Did not participate	88	66.7
No response	26	----
B. Intramurals, sports club		
Leader or officer	8	6.1
Participated	30	22.9
Did not participate	93	71.0
No response	27	----
C. Cheerleaders, pepclub, drill team		
Leader or officer	24	17.1
Participated	52	37.1
Did not participate	64	45.7
No response	18	----
D. Debating, drama, band, chorus		
Leader or officer	28	19.9
Participated	63	44.7
Did not participate	50	35.5
No response	17	----
E. Hobby clubs		
Leader or officer	3	2.3
Participated	21	16.4
Did not participate	104	81.0
No response	30	----
F. Honorary clubs		
Leader or officer	12	8.8
Participated	49	35.8
Did not participate	76	55.5
No response	21	----
G. School, newspaper, magazine, yearbook, annual		
Leader or officer	22	16.7
Participated	16	12.1
Did not participate	94	71.2
No response	26	----

High School Data (continued)	N	Percent
H. School subject matter clubs		
Leader or officer	18	13.4
Participated	35	26.1
Did not participate	81	60.4
No response	24	----
I. Student council, student government, political club		
Leader or officer	35	26.5
Participated	17	12.9
Did not participate	80	60.6
No response	26	----
J. 4-H		
Leader or officer	21	15.3
Participated	15	10.9
Did not participate	101	73.7
No response	21	----
K. FFA		
Leader or officer	---	----
Participated	2	1.6
Did not participate	123	98.4
No response	21	----
L. FHA		
Leader or officer	23	16.5
Participated	33	23.7
Did not participate	83	59.7
No response	19	----
M. Other vocational clubs		
Leader or officer	7	5.3
Participated	17	12.8
Did not participate	109	82.0
No response	25	----

Work Experience		N	Percent
29A.	Farm or ranch work on home farm		
	Yes	42	29.4
	No	101	70.6
	No response	15	----
B.	Farm or ranch work elsewhere		
	Yes	23	16.8
	No	114	83.2
	No response	21	----
C.	Other agriculture related work		
	Yes	26	19.0
	No	111	81.0
	No response	21	----
D.	Home economics related work as a hired employee		
	Yes	68	48.2
	No	73	51.8
	No response	17	----
E.	Other work experiences		
	Yes	134	90.5
	No	14	9.5
	No response	10	----
30.	Did you attend another college or university before you entered Utah State University?		
	No	88	55.7
	Yes, a 2-year college	20	12.7
	Yes, a 4-year college	50	31.6
31.	How influential have each of the following people been in helping you to choose your college major?		
A.	Mother		
	Very influential	36	23.7
	Some influence	75	49.3
	No influence	41	27.0
	No response	6	----

College Experience (continued)	N	Percent
B. Father		
Very influential	32	20.9
Some influence	64	41.8
No influence	57	37.3
No response	5	----
C. Brother		
Very influential	8	5.4
Some influence	27	18.4
No influence	57	37.3
No response	11	----
D. Sister		
Very influential	19	12.9
Some influence	27	18.4
No influence	101	68.7
No response	11	----
E. Other relatives		
Very influential	11	7.2
Some influence	36	23.7
No influence	105	69.1
No response	6	----
F. High school friend		
Very influential	7	4.6
Some influence	33	21.7
No influence	112	73.7
No response	6	----
G. High school counselor		
Very influential	6	4.0
Some influence	21	13.9
No influence	124	82.1
No response	7	----
H. County extension agent		
Very influential	6	4.0
Some influence	10	6.6
No influence	135	89.4
No response	7	----

College Experience (continued)	N	Percent
I. Vocational agriculture teacher		
Very influential	1	0.7
Some influence	4	2.7
No influence	145	96.7
No response	8	----
J. Home economics teacher		
Very influential	32	20.9
Some influence	40	26.1
No influence	81	52.9
No response	5	----
K. Other teacher or principal		
Very influential	13	8.7
Some influence	39	26.0
No influence	98	65.3
No response	8	----
L. College friend		
Very influential	15	10.2
Some influence	51	34.7
No influence	81	55.1
No response	11	----
M. College teacher or advisor		
Very influential	21	13.9
Some influence	64	42.4
No influence	66	43.7
No response	7	----
N. Former student		
Very influential	11	7.3
Some influence	26	17.3
No influence	113	75.3
No response	8	----
O. Dean or Associate Dean of Home Economics		
Very influential	5	3.3
Some influence	12	7.9
No influence	134	88.7
No response	7	----

College Experience (continued)	N	Percent
P. Veterinarian		
Very influential	1	0.7
Some influence	2	1.3
No influence	148	98.0
No response	7	----
Q. Clergyman		
Very influential	---	----
Some influence	14	9.3
No influence	137	90.7
No response	7	----
32. What is your overall college GPA? (4 point scale)		
2.0 or below	1	0.7
2.1 to 2.5	14	9.3
2.6 to 3.0	45	30.0
3.1 to 3.5	38	25.3
3.6 to 4.0	52	34.6
No response	8	----
33A. Since first enrolling in college, have you ever changed your major?		
Yes	94	59.5
No	64	40.5
33B. If yes, was your most recent previous major also in home economics?		
Yes	26	27.4
No	69	72.6
No response (not applicable	63	----
34. How important were the following things in choosing your present major?		
A. Scholarships and/or financial assistance		
Very important	18	11.8
Some importance	24	15.7
No importance	111	72.5
No response	5	----

College Experience (continued)	N	Percent
B. To prepare for a career		
Very important	113	72.4
Some importance	39	25.0
No importance	4	2.6
No response	2	----
C. To help others		
Very important	78	51.0
Some importance	59	38.6
No importance	16	10.5
No response	5	----
D. A preference of country life to city life		
Very important	17	11.0
Some importance	35	22.7
No importance	102	66.2
No response	4	----
E. Successful prior experience in agriculture		
Very important	5	3.4
Some importance	13	8.7
No importance	131	87.9
No response	9	----
F. Successful prior experience in home economics		
Very important	47	30.9
Some importance	38	25.0
No importance	67	44.1
No response	6	----
G. My friends were in this major		
Very important	1	0.7
Some importance	19	12.6
No importance	131	86.8
No response	7	----
H. My family thought this would be best		
Very important	2	1.3
Some importance	19	12.6
No importance	130	86.1
No response	7	----

College Experience (continued)	N	Percent
I. High school teacher or counselor suggested it		
Very important	2	1.3
Some importance	19	12.6
No importance	130	86.1
No response	7	----
J. College teacher or advisor suggested it		
Very important	9	6.1
Some importance	34	23.1
No importance	104	70.7
No response	11	----
K. Had a course related to this in high school		
Very important	25	16.4
Some importance	51	33.6
No importance	76	50.0
No response	6	----
L. Had a course related to this in college		
Very important	29	19.3
Some importance	48	32.0
No importance	73	48.7
No response	8	----
M. Chance to make better grades		
Very important	4	2.1
Some importance	22	14.9
No importance	120	81.1
No response	10	----
N. It would insure good income		
Very important	19	12.4
Some importance	63	41.2
No importance	71	46.4
No response	5	----
O. Other		
Very important	25	44.6
Some importance	4	7.1
No importance	27	48.2
No response	102	----

College Experience (continued)	N	Percent
35. Participation in college organizations		
A. Departmental clubs		
Membership	33	23.6
Leader or officer	15	19.2
No response	110	----
B. Judging teams		
Membership	7	4.9
Leader or officer	---	----
No response	151	----
C. Honors fraternities/sororities		
Membership	35	24.8
Leader or officer	15	19.2
No response	108	----
D. College 4-H/FFA/FHA		
Membership	20	14.5
Leader or officer	10	13.3
No response	128	----
E. Student agriculture or home economics council		
Membership	15	10.9
Leader or officer	5	7.2
No response	138	----
F. Social fraternities/sororities		
Membership	24	17.3
Leader or officer	18	22.8
No response	116	----
G. Professional societies/associations		
Membership	54	38.6
Leader or officer	11	13.9
No response	93	----

College Experience (continued)	N	Percent
36. Sources which have contributed to the cost of college education, including living expenses		
A. Scholarships		
Yes	73	49.7
No	74	50.3
No response	11	----
B. Student loans or grants		
Yes	59	40.1
No	87	59.6
No response	12	----
C. Own savings		
Yes	117	79.1
No	31	20.9
No response	10	----
D. Part-time work while at college		
Yes	103	70.1
No	44	24.9
No response	11	----
E. Parents		
Yes	119	78.8
No	32	21.2
No response	7	----
F. Veterans benefits		
Yes	9	6.4
No	132	93.6
No response	17	----
G. Spouse		
Yes	30	21.3
No	111	78.7
No response	17	----

College Experience (continued)	N	Percent
H. Other relative or friends		
Yes	11	7.7
No	131	92.3
No response	16	----
I. Summer jobs		
Yes	116	78.9
No	31	21.1
No response	11	----
J. Other		
Yes	5	7.4
No	63	92.6
No response	90	----

Goals	N	Percent
37. If you could have as much formal education as desired, which one of the following would you do?		
Quit school before bachelors degree	---	----
Go to a vocational training school or business school	2	1.3
Complete work for a bachelors degree	46	29.5
Complete a program for a masters degree	57	36.5
Complete a program for a professional degree (vet., law, etc.)	5	3.2
Complete a program for a doctoral degree	46	29.5
No response	2	----
38. Which one of the following do you think you really will do about your formal education?		
Quite school before bachelors degree	4	2.5
Go to a vocational training school or business school	2	1.3
Complete work for a bachelors degree	77	49.0
Complete a program for a masters degree	53	33.8
Complete a program for a professional degree (vet., law, etc.)	1	0.6
Complete a program for a doctoral degree	20	12.7
No response	1	----

Goals (continued)	N	Percent
39. If you expect to do graduate work after you have your bachelors degree, please answer the following:		
A. Do you expect to remain in an agricultural or home economics related concentration?		
Yes	77	55.9
No	18	18.9
No response (not applicable)	63	----
B. Do you expect to remain at Utah State University		
Yes	52	55.9
No	41	44.1
No response (not applicable)	65	----
40. Desired occupation		
Architects	1	0.6
Home management advisors	2	1.3
Medical physicians	4	2.5
Veterinarians	1	0.6
Dietitians	4	2.5
Registered nurses	1	0.6
Religious workers	1	0.6
Social workers	11	7.0
Home economics teachers, college and university	10	6.3
Teachers, college and university subject not specified	8	5.1
Adult education teachers	1	0.6
Elementary school teachers	1	0.6
Pre-kindergarten and kindergarten teachers	4	2.5
Secondary school teachers	25	15.8
Teachers, except college and university n.e.c.	4	2.5
Engineering and science technicians, n.e.c.	1	0.6
Technicians, n.e.c.	1	0.6
Vocational and educational counselors	3	1.9
Designers	10	6.3
Musicians and composers	3	1.9
Sculptors and painters	1	0.6
Public relations and publicity writers	1	0.6
Research workers, not specified	2	1.3
Buyers, wholesale and retail trade	5	3.2
Extension home economist	8	5.1

Goals (continued)	N	Percent
Purchasing agents and buyers, n.e.c.	1	0.6
Restaurant, cafeteria and bar managers	2	1.3
Sales managers and department heads, retail trade	1	0.6
School administrators, college	1	0.6
Managers and administrators, n.e.c.	3	1.9
Advertising agents and salesmen	2	1.3
Legal secretaries	1	0.6
Horse trainers	1	0.6
Dressmakers and seamstresses, except factory	1	0.6
Sewers and stitchers	1	0.6
Cooks, except private household	1	0.6
Policemen and detectives	1	0.6
Homemaker, housewife	17	10.8
No response	12	----
41. Expected occupation		
Biological scientists	1	0.6
Medical physicians	1	0.6
Health practitioners, n.e.c.	1	0.6
Dietitians	7	4.4
Registered nurses	2	1.3
Religious workers	1	0.6
Social workers	5	3.2
Home economics teachers, colleges and universities	4	2.5
Teachers, colleges and universities, subject not specified	3	1.9
Adult education teachers	1	0.6
Elementary school teachers	3	1.9
Pre-kindergarten and kindergarten teachers	2	1.3
Secondary school teachers	32	20.3
Teachers, except college and university, n.e.c.	10	6.3
Engineering and science technicians, n.e.c.	1	0.6
Technicians, n.e.c.	1	0.6
Vocational and educational counselors	2	1.3
Designers	4	2.5
Musicians and composers	1	0.6
Research workers, not specified	3	1.9
Buyers, wholesale and retail trade	4	2.5
Inspectors, except construction, public administration	1	0.6

Goals (continued)	N	Percent
Extension home economists	6	3.8
Restaurant, cafeteria, and bar managers	1	0.6
Sales managers and department heads, retail trade	3	1.9
School administrators, college	1	0.6
Managers and administrators, n.e.c.	3	1.9
Advertising agents and salesmen	1	0.6
Cashiers	1	0.6
Secretaries, n.e.c.	2	1.3
Clerical workers, not specified	1	0.6
Cooks, except private household	1	0.6
Homemaker, housewife	30	19.0
No response	17	----
42. Expect to own a farm or ranch someday		
Yes, own alone	19	12.3
Yes, own with others	19	12.3
No	116	75.3
No response	4	----
43. Expect to inherit a farm or ranch someday		
Yes, definitely	7	4.5
Some possibility	28	17.8
No, definitely not	121	77.1
Already inherited one	1	0.6
No response	1	----
44. Anticipated annual income in first full-time job after completing formal education		
Less than $5,000	29	3.9
5,000 to 7,499	13	8.6
7,500 to 9,999	12	7.9
10,000 to 12,499	59	38.8
12,500 to 14,999	32	21.1
15,000 to 17,499	17	11.2
17,500 to 19,999	7	4.6
20,000 or above	6	3.9
No response	6	----
45. Community desired for residence		
Country, farm or ranch	12	7.6
Country, outside city or village	13	8.3

Goals (continued)	N	Percent
Town or village (less than 10,000)	17	10.8
Smaller city (10,000 to 50,000)	70	44.6
Medium-sized city (50,000 to 500,000)	39	24.8
Large metropolitan city (more than 500,000)	6	3.8
No response	1	----
46. If you chose a place of less than 50,000 in population, how far would it be from a large or medium-sized city?		
Within 30 miles	71	59.2
Farther away than 30 miles	16	13.3
Does not matter	33	27.5
No response (not applicable)	38	----

Attitudes	N	Percent
47. Women in college are more concerned with getting a husband than with preparing for a career.		
Strongly agree	4	2.5
Agree	43	27.2
Undecided	16	10.1
Disagree	71	44.9
Strongly disagree	24	15.2
48. The husband and wife should be equal partners in marriage.		
Strongly agree	102	65.0
Agree	50	31.8
Undecided	3	1.9
Disagree	1	0.6
Strongly disagree	1	0.6
No response	1	----
49. It is alright for a woman to work, but her real fulfillment in life comes with motherhood.		
Strongly agree	53	33.5
Agree	46	29.1
Undecided	19	12.0

Attitudes (continued)	N	Percent
Disagree	20	12.7
Strongly disagree	20	12.7
50. A woman who does the same work as a man should receive the same pay.		
Strongly agree	129	81.6
Agree	27	17.1
Undecided	2	1.3
Disagree	---	----
Strongly Disagree	---	----
51. I would feel uncomfortable if my supervisor at work were a woman.		
Strongly agree	9	5.7
Agree	10	6.4
Undecided	6	3.8
Disagree	52	33.1
Strongly disagree	80	51.1
No response	1	----
52. Women are capable of performing as well as men at work outside the home.		
Strongly agree	70	44.6
Agree	62	39.5
Undecided	18	11.5
Disagree	6	3.8
Strongly disagree	1	0.6
No response	1	----
53. It's alright for women to work full-time even though their children are in school.		
Strongly agree	33	21.0
Agree	50	31.8
Undecided	36	22.9
Disagree	27	17.2
Strongly disagree	11	7.0
No response	1	----
54. Most agriculture occupations are unsuited to women.		
Strongly agree	4	2.5
Agree	18	11.4
Undecided	64	40.5
Disagree	60	38.0

Attitudes (continued)	N	Percent
Strongly disagree	12	7.6
No response	4	----
55. Women should work full-time only before they have children.		
Strongly agree	10	6.4
Agree	35	22.3
Undecided	30	19.1
Disagree	54	34.4
Strongly disagree	28	17.8
No response	1	----
56. The government should be able to force farmers to adopt soil conservation practices if they have erosion problems.		
Strongly agree	3	1.9
Agree	28	17.9
Undecided	78	50.0
Disagree	33	21.2
Strongly disagree	14	9.0
No response	2	----
57. Greater regulation is needed on the use of chemicals in agriculture.		
Strongly agree	10	6.4
Agree	43	27.6
Undecided	75	48.1
Disagree	21	13.5
Strongly disagree	7	4.5
No response	2	----
58. Economic progress that results in the destruction of places of natural beauty needs to be stopped.		
Strongly agree	27	17.3
Agree	58	37.2
Undecided	54	34.6
Disagree	16	10.3
Strongly disagree	1	0.6
No response	2	----
59. Strip mining coal to provide energy for our country is more important than keeping the countryside in its natural condition.		
Strongly agree	5	3.2
Agree	20	12.8
Undecided	72	46.2

Attitudes (continued)	N	Percent
Disagree	48	30.8
Strongly Disagree	11	7.1
No response	2	----
60. There are good career opportunities in agriculture.		
Strongly agree	19	12.2
Agree	72	46.2
Undecided	56	35.9
Disagree	7	4.5
Strongly disagree	2	1.3
No response	2	----
61. Most work in agriculture can be done by people with little education.		
Strongly agree	4	2.6
Agree	14	9.0
Undecided	42	26.9
Disagree	77	49.4
Strongly Disagree	19	12.2
No response	2	----
62. Agriculture is a declining inducstry		
Strongly agree	6	3.8
Agree	28	17.8
Undecided	45	28.7
Disagree	59	37.6
Strongly disagree	19	12.1
No response	1	----
HOME ECONOMICS STUDENTS ARE:		
72. Sure of what they want to do in life		
More than non-home economics students	17	14.0
Same as non-home economics students	97	80.2
Less than non-home economics students	7	5.8
No response	37	----
73. Interested in competing for high grades		
More than non-home economics students	10	8.3
Same as non-home economics students	100	82.6
Less than non-home economics students	11	9.1
No response	37	----

Attitudes (continued)	N	Percent
74. Interested in classical music and good literature		
More than non-home economics students	7	5.8
Same as non-home economics students	106	88.3
Less than non-home economics students	7	5.8
No response	37	----
75. Friendly and helpful to other people		
More than non-home economics students	42	34.7
Same as non-home economics students	78	64.5
Less than non-home economics students	1	0.8
No response	37	----
76. Willing to accept new and unusual ideas		
More than non-home economics students	31	25.6
Same as non-home economics students	74	61.2
Less than non-home economics students	16	13.2
No response	37	----
77. Interested in making a lot of money		
More than non-home economics students	4	3.3
Same as non-home economics students	72	59.5
Less than non-home economics students	45	37.2
No response	37	----
78. Tolerant of people who come from a different background		
More than non-home economics students	17	14.2
Same as non-home economics students	95	79.2
Less than non-home economics students	8	6.7
No response	38	----
79. Seriously concerned about the state of the nation and of the world		
More than non-home economics students	19	15.7
Same as non-home economics students	86	71.1
Less than non-home economics students	16	13.2
No response	37	----
80. Interested in having a good time at college		
More than non-home economics students	9	7.4
Same as non-home economics students	109	90.0
Less than non-home economics students	3	2.5

Attitudes (continued)		N	Percent
	No response	37	----
81.	Optional: Could you please state your religious preference by checking one of the following:		
	Catholic _____	6	4.0
	Jewish _____	---	----
	LDS _____	120	79.5
	Protestant _____	9	6.0
	Other _____	16	10.6
	No response _____	7	----

n.e.c. = not elsewhere classified

Appendix D

Analysis of Selected Variables: Life Goals and Attitudes, Adjusted Frequencies and Percentages and Kolmogorov-Smirnov Test

Goals	USU N=158 N	USU N=158 Percent	1862 N=1126 N	1862 N=1126 Percent	Kolmogorov Test Stat.	Twoside K-S Crit. value
37. Formal education desired					1.866	0.002*
Quit before bachelor's	---	----	9	0.8		
Go to voc. school	2	1.3	13	1.2		
Complete bachelor's	46	29.5	381	35.0		
Complete master's	57	36.5	472	43.3		
Complete professional degree	5	3.2	66	6.1		
Complete doctoral	46	29.5	147	13.5		
No response	2	----	38	----		
38. Formal education expected					1.512	0.021
Quit before bachelor's	4	2.5	19	1.7		
Go to voc. school	2	1.3	9	0.8		
Complete bachelor's	77	49.3	687	63.2		
Complete master's	53	33.8	314	28.8		
Complete professional degree	1	0.6	31	2.8		
Complete doctoral	20	12.7	27	2.5		
No response	1	----	39	----		

Goals (continued)	USU N=158 N	Percent	1862 N=1126 N	Percent	Kolmogorov Test Stat.	Twoside K-S Crit. value
39A. Remain in home economics if expect do do graduate work					0.076	1.000
Yes	77	81.1	454	80.2		
No	18	18.9	112	19.8		
Not applicable	63	----	560	----		
39B. Remain at present school if expect to do graduate work					0.503	0.962
Yes	52	55.9	275	50.3		
No	41	44.1	272	49.7		
No response (not applicable)	65	----	579	----		

Attitudes	USU N=158 N	Percent	1862 N=1126 N	Percent	Kolmogorov Test Stat.	Twoside K-S Crit. value
HOME ECONOMICS STUDENTS ARE:						
72. Sure of what they want to do in life					0.370	0.999
Less than non-HE	7	5.8	51	4.7		
Same as non-HE	97	80.2	834	77.6		
More than non-HE	17	14.0	189	17.6		
73. Interested in competing for high grades					0.506	0.960
Less than non-HE	11	9.1	52	4.8		
Same as non-HE	100	82.6	882	82.0		
More than non-HE	10	8.3	141	13.1		

Attitudes (continued)	USU N=158 N	Percent	USU N=1126 N	Percent	Kolmogorov Test Stat.	Twoside K-S Crit. value
74. Interested in classical music and good literature					0.506	0.587
Less than non-HE	7	5.8	142	13.3		
Same as non-HE	106	88.3	873	81.7		
More than non-HE	7	5.8	54	5.0		
75. Friendly and helpful to other people					0.509	0.958
Less than non-HE	1	0.8	17	1.6		
Same as non-HE	78	64.5	58	58.8		
More than non-HE	42	34.7	424	39.6		
76. Willing to accept new and unusual ideas					0.787	0.566
Less than non-HE	16	13.2	61	5.7		
Same as non-HE	74	61.2	685	63.8		
More than non-HE	31	25.6	328	30.5		
77. Interested in making a lot of money					2.126	0.000*
Less than non-HE	45	37.2	181	16.8		
Same as non-HE	72	59.5	812	75.4		
More than non-HE	4	3.3	84	7.8		
78. Tolerant of people who come from a different background					0.913	0.375
Less than non-HE	8	6.7	47	4.4		
Same as non-HE	95	79.2	782	72.7		
More than non-HE	17	14.2	247	22.9		

Attitudes (continued)	USU N=158 N	Percent	USU N=1126 N	Percent	Kolmogorov Test Stat.	Twoside K-S Crit. value
79. Seriously concerned about the state of the nation and of the world					0.624	0.831
Less than non-HE	16	13.2	78	7.2		
Same as non-HE	86	71.1	800	74.3		
More than non-HE	19	15.7	199	18.5		
80. Interested in having a good time at college					0.398	0.997
Less than non-HE	3	2.5	59	5.5		
Same as non-HE	109	90.1	980	90.9		
More than non-HE	9	7.4	39	3.6		

* Significant at the .05 percent level